



## TIMBERLAND HIGH

1418 Gravel Hill Road  
St. Stephen, SC 29479

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	772 Students	
<b>Principal</b>	Kerry Daugherty	843-567-8110
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	At-Risk
2009	Average	Good
2008	Average	Below Average
2007	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	3	19	4	4

\* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	70.4%	71.5%	78.5%	67.9%	70.3%	67.1%
Passed 1 subtest (%)	16.7%	12.3%	14.9%	16.3%	15.9%	18.6%
Passed no subtests (%)	12.8%	16.2%	6.7%	15.8%	13.8%	14.3%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	92.5%	86.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	222	207	212	186
Number of Graduates in Cohort	140	156	145	134
Rate	63.1%	75.4%	70.0%	71.4%

\*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	222	N/A	199
Number of Graduates in Cohort	N/A	144	N/A	138
Rate	N/A	64.9%	N/A	69.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	59.6%	67.7%
English 1	59.7%	53.3%
Biology 1/Applied Biology 2	60.8%	50.7%
Physical Science	59.9%	43.9%
US History and the Constitution	31.7%	32.1%
All Tests	54.3%	49.0%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=772)</b>				
Retention rate	0.9%	Down from 1.9%	4.8%	3.4%
Attendance rate	90.9%	Up from 90.1%	95.0%	95.0%
Served by gifted and talented program	0.0%	No Change	8.1%	12.4%
With disabilities other than speech	10.8%	Down from 14.9%	12.1%	9.9%
Older than usual for grade	6.4%	Down from 8.0%	9.8%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.3%	0.9%	0.9%
Enrolled in AP/IB programs	8.5%	Up from 7.6%	6.6%	13.0%
Successful on AP/IB exams	20.0%	Up from 19.2%	18.7%	51.7%
Eligible for LIFE Scholarship	29.1%	Up from 27.8%	27.5%	30.1%
Annual dropout rate	1.9%	Down from 5.5%	2.4%	2.5%
Career/technology students in co-curricular organizations	2.9%	Down from 7.7%	5.4%	2.9%
Enrollment in career/technology courses	581	Up from 559	331	419
Students participating in work-based experiences	5.7%	Down from 11.7%	1.2%	7.2%
Career/technology students attaining technical skills	74.7%	Up from 72.3%	77.0%	83.0%
Career/technology completers placed	88.7%	Down from 93.1%	99.2%	98.4%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	52.5%	Down from 61.3%	59.5%	61.1%
Continuing contract teachers	67.8%	Up from 62.9%	73.4%	80.6%
Teachers returning from previous year	86.8%	Up from 83.7%	82.6%	86.5%
Teacher attendance rate	95.0%	Up from 94.7%	95.2%	95.5%
Average teacher salary*	\$46,957	Down 3.7%	\$45,028	\$46,884
Professional development days/teacher	11.7 days	Up from 10.2 days	9.8 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Down from 27.3 to 1	23.8 to 1	26.5 to 1
Prime instructional time	85.3%	Up from 84.1%	89.4%	89.3%
Dollars spent per pupil**	\$9,776	Up 4.8%	\$8,670	\$7,804
Percent of expenditures for teacher salaries**	53.2%	Up from 48.5%	55.8%	58.0%
Percent of expenditures for instruction**	56.7%	Up from 52.5%	59.1%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.5%	97.3%
Character development program	Good	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	173	92.5%	932	54.3%	222	63.1%	No
Gender							
Male	78	87.2%	484	53.5%	125	55.2%	N/A
Female	95	96.8%	436	55.7%	97	73.2%	N/A
Racial/Ethnic Group							
White	58	87.9%	406	68.0%	94	55.3%	N/A
African American	114	94.7%	494	43.3%	127	68.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	52.6%	79	36.7%	34	17.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	141	91.5%	707	50.6%	162	58.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The Timberland High School communities of parents, business leaders, teachers, administrators, support personnel, students and residents have continued to work together through our School Improvement Council to serve as the planning team for the school. They ensure that the needs of Timberland’s students are being met through quality education. The council provides input for this report.

Timberland has experienced a high degree of both academic and athletic success. This year we offered English 4 A.P. for the first time. Timberland also signed a Memorandum of Agreement with the State Department of Education that will assist us with certifying more A.P. teachers and will ultimately allow for growth in our A.P. programs for the 2012-2013 school year. We use Measures of Academic Progress (MAP) data to track student growth. Using MAP as a baseline, we continued our HSAP campaign and offered 10 extra help sessions to students in both ELA and math.

The class of 2011 honored two Palmetto Fellows and received over \$2.4 million dollars in scholarship money. Additionally, five students earned the Berkeley County Honors Diploma. We experienced a 7% increase in the number of students who received a diploma or certificate and a 10% increase in the number of Life Scholarships earned. We experienced a 65% increase in the number of Career and Technology Completers and two students earned the privilege of competing in the Skills USA National VEX Robotics competition after earning first place honors at the state level. Our students also represented THS in FBLA and DECA competitions as well in the All-County and All-Region Bands. Our Renaissance program won the National Renaissance Conference VTW Judges Award for the fourth consecutive year. This program recognizes students who make academic gains, attend school regularly, and have minimal discipline infractions.

Our football team, boys basketball team, and boys track team all won 7-AA Region Championships while our girls basketball team earned the Region and State Championship Title. Many students competed on all-star, all-region, or all-Lowcountry teams. We had four Region Coaches of the Year and two State Coaches of the Year.

Timberland will continue to work diligently to become the best school in South Carolina. To achieve this goal, we will continue work with our parents and community for more involvement in school activities. We welcome this challenge.

Kerry Daugherty, Principal  
Kimberly Glaze, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	155	42
Percent satisfied with learning environment	83.3%	71.0%	63.4%
Percent satisfied with social and physical environment	87.8%	81.2%	73.7%
Percent satisfied with school-home relations	57.1%	82.9%	65.0%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

No

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	201	98.5	7.5	33.2	36.9	22.5	69.0	71.3	68.0	No	Yes
Male	96	97.9	12.1	33.0	38.5	16.5	62.6	65.2	63.1	N/A	N/A
Female	105	99.0	3.1	33.3	35.4	28.1	75.0	77.3	73.1	N/A	N/A
White	87	100.0	4.9	25.9	35.8	33.3	81.5	77.9	79.4	Yes	Yes
African American	111	97.3	9.7	39.8	38.8	11.7	58.3	60.5	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.0	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.8	66.4	I/S	I/S
Disabled	20	95.0	62.5	31.3	6.3	N/A	12.5	34.5	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	46.1	45.1	I/S	I/S
Subsidized meals	149	98.0	10.0	36.4	34.3	19.3	63.6	62.9	54.7	No	Yes

## Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	201	98.5	19.8	34.8	32.1	13.4	56.7	62.5	62.3	No	Yes
Male	96	97.9	24.2	34.1	28.6	13.2	52.7	60.7	61.4	N/A	N/A
Female	105	99.0	15.6	35.4	35.4	13.5	60.4	64.4	63.2	N/A	N/A
White	87	100.0	12.3	32.1	39.5	16.0	67.9	71.4	75.3	No	Yes
African American	111	97.3	26.2	37.9	26.2	9.7	46.6	47.3	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.0	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	64.1	I/S	I/S
Disabled	20	95.0	68.8	31.3	N/A	N/A	6.3	27.8	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	47.4	47.1	I/S	I/S
Subsidized meals	149	98.0	25.0	35.7	27.9	11.4	49.3	54.0	48.5	No	Yes

## Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	201	92.0	62.7	15.7	13.5	8.1	21.6	N/A	N/A	N/A	N/A
Male	96	88.5	64.7	11.8	12.9	10.6	23.5	N/A	N/A	N/A	N/A
Female	105	95.2	61.0	19.0	14.0	6.0	20.0	N/A	N/A	N/A	N/A
White	87	92.0	50.0	17.5	21.3	11.3	32.5	N/A	N/A	N/A	N/A
African American	111	91.9	73.5	14.7	7.8	3.9	11.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	20	40.0	87.5	N/A	N/A	12.5	12.5	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	149	91.9	62.0	15.3	16.1	6.6	22.6	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	228	100.0	19.2	31.9	30.5	18.3	61.5	66.2	65.9
	2011	201	98.5	7.5	33.2	36.9	22.5	69.0	71.3	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	228	100.0	23.0	34.7	24.9	17.4	55.9	60.6	62.3
	2011	201	98.5	19.8	34.8	32.1	13.4	56.7	62.5	62.3

\* Adjusted to account for natural variation in performance.